

| Key Stage 5 (12) | | |
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| Course title: Psychology A-Level | | |
| Exam board: AQA | | |
| Specification code: 7182/1, 7182/2, 7182/3 | | |
| Autumn 1 (September – October) & Autumn 2 (October – December) | Teacher 1 | Teacher 2 |
| | <p>Psychology Approaches</p> <ul style="list-style-type: none"> • Origins • Learning theories • Cognitive • Psychodynamic • Humanistic • Biopsychology • Comparison of approaches <p>Psychopathology</p> | <p>Psychology Social Influence</p> <ul style="list-style-type: none"> • Type and explanations of conformity—obedience vs conformity • Ethics and key studies • Obedience • Situational explanations of obedience • Resistance to social influence • Minority influence and social change |
| | <p>A general introduction to the course including overview of the various approaches to explaining behaviour plus the contextual history of psychology as a scientific subject. Approaches will be introduced now at the beginning of the course at a basic level but will be referenced continuously in other topic areas. Approaches topic contains a lot of key disciplinary knowledge for the course ahead.</p> <p>Students should have completed bridging tasks to do some background research and application tasks of the 6 key approaches. However, the psychology as a subject will be very new and different to how they have learned previously. Making links to transferable skills from other subjects is important to build the schema for learning in psychology.</p> <p>Term 1 combines two topics (approaches and psychopathology) with integrated research methods. This introduces students to fundamental R.M which are integral to the course.</p> <p>Build on the previous learning of approaches in terms of basic evaluative skills and a deeper understanding of key principles of</p> | <p>This section of the course covers social influence with integrated research methods lessons to build a foundation of understanding. Social influence content aims to give students an understanding of how groups and the influence of others can alter our behaviour through obedience and conformity. We draw on contemporary examples and issues.</p> <p>Attachment teaching will start in the latter part of the autumn term</p> |

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| | the approaches. Students should now be more competent at note taking to help with the cognitive load and able to lead discussions on evaluation without as much scaffolding and prompts | |
| Spring 1 (January – February) & Spring 2 (February – March) | Psychopathology continued <ul style="list-style-type: none"> • Definitions of abnormality • Phobias • Depression • OCD | Attachment (Continued) <ul style="list-style-type: none"> • Caregiver interactions and role of father • Stages of attachment • Animal studies • Theories of attachment • Strange situation and cultural variation • Maternal deprivation and Romanian orphans • Later relationships |
| | <p>Introduce the concept of abnormality and how we define it. The first two lessons consider 4 different definitions. Students are asked to make applications to everyday life and consider the difficulties in defining it based on culture, norms, values etc. We then consider three mental disorders: Depression. Phobias and OCD. For each we look at the DSM characteristics, an explanation for the disorder and the treatment. Students will gain an insight into the different approaches and explanations psychologists use to explain behaviour.</p> | <p>The story of childhood attachment from infancy leading to its impact on adult relationships. Embedded research methods relevant to the stage in the course e.g. observations for strange situation. Continuous links to evaluation skills, issues and debates and approaches.</p> <p>Evaluative skills continuously reinforced with the use of various ‘tools’ such as SCOUT , GRENADE etc.</p> |

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| Summer 1 (April – June) & Summer 2 (June – July) | Memory <ul style="list-style-type: none"> • Short term and long- term memory • The multi-store model • Types of long- term memory • The working memory model • Interference Theory—types Retrieval failure • Factors affecting the accuracy of EWT • The cognitive Interview Improving the accuracy of EWT | Research Methods <ul style="list-style-type: none"> • Analysing qualitative data • Reliability and Validity • Science • Report writing |
| | <p>This is the final topic for year 12 and covers the experimental method. Students learn this topic by engaging in mini experiments to understand the differences between short term and long term memory. In the latter part of the topic they are able to apply their knowledge of memory by considering factors affecting Eyewitness testimony.</p> | <p>Key point in the year to recap current knowledge of research methods and make links to examples from the different topic areas because this has been taught sporadically across the course it now needs to be brought together. We then introduce some of the year 13 content of research methods which has better links to year 12. This can then be applied to an independent group project. The rationale is that it will cut research methods in year 13 so there will be less cognitive load for the challenging topic of statistics, plus allow students to process their research methods skills differently in the style of a report (applied knowledge rather than just retained).</p> |
| | <p>In the final part of this summer term students begin year 13 Biopsychology covering: the nervous system, endocrine system,neurons and synaptic transmission.</p> | <p>Year 12 research methods topic which have been embedded into other topic areas can now be brought together. Psychology as a science has also been previously mentioned in approaches.</p> |

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| Autumn 1 (September – October) | Teacher 1 | Teacher 2 |
| | <p>Psychology Biopsychology</p> <ul style="list-style-type: none"> • Function and recovery of the brain • Hemispheric Lateralisation • Brain scanning techniques and case studies • Biological rhythms | <p>Psychology Issues and Debates</p> <ul style="list-style-type: none"> • Gender bias • Culture bias • Free will, determinism, • Nature vs Nurture • Holism and reductionism • Idiographic and nomothetic • Ethical issues of socially sensitive research |
| | <p>In this module students are taught key features of the nervous system, synaptic transmission and the endocrine system in the summer term of year12. We then move on to consider localisation of function (the theory that different parts of the brain are responsible for specific behaviours) and then hemispheric lateralisation and the recovery of the brain after trauma.</p> <p>Students explore the different ways of studying the brain e.g. FMRI and EEG methods. The final section explores biological rhythms.</p> <p>Biopsychology has been covered briefly in psychopathology (biological theories of depression/drug treatments), forensics (areas of the brain for aggression), memory (case studies of brain damage patients), gender (biological theories of gender roles). This topic should give students a deeper understanding of these theories and can be useful examples when relating biology to psychology. Evaluation skills should now be of a high level.</p> | <p>This topic is positioned in the midpoint of the course. As a synoptic module this is ideally positioned as students have:</p> <ol style="list-style-type: none"> 1. Enough examples from previous topics to apply their understanding, but still enough new content to practice application to unseen situations 2. The heavy disciplinary knowledge of research methods and approaches has now been taught so it doesn't clash. <p>Issues and debates will have been touched upon in previous lessons for evaluation skills and particularly used as an extension for stretch and challenge. It is now a good time to deepen that understanding and build vocabulary for evaluation. Some concepts may have been covered but not fully understood so it is important to go through in more detail.</p> |
| Autumn 2 Oct- Dec | Forensics | Research Methods |
| | <ul style="list-style-type: none"> • Offender profiling • Biological explanations • Psychological explanations • Dealing with offender behaviours | <ul style="list-style-type: none"> • Recap Reliability and validity • Recap year 12 RM • Choosing a statistical test • Interpreting a statistical test |
| | <p>An introduction to forensic psychology which covers offender profiling, explanations of offending and dealing</p> | <p>The topic of research methods is a topic that spans both year 1 and year</p> |

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| | <p>with offending. Students will be expected to make links across the theories and to be able to compare and contrast. Use of contemporary examples where possible and to draw on statistics on offending, current affairs issues e.g. the prison crisis, impact of austerity measures and lack of funding implication in the 'dealing with offending' element.</p> <p>Students are encouraged to read around this subject for example forensic psychiatry.</p> <p>(May need 2 weeks in Jan)</p> | <p>2 of the course. Year 12 is an introduction to a range of research methods that psychologists use and the issues associated with these. At the end of year 12 in the summer term students recap the RM covered so far and then in the autumn term of year 13 focus on the important concepts of reliability and validity of psychological research, how the results of psychological investigations can be interpreted, using statistical tests, and presented within the realms of scientific study.</p> <p>Students will have developed a basic understanding of the concepts of reliability and validity from year 1 when looking at key theories and studies. No prior knowledge of statistical tests required, but basic maths required. Knowledge of what 'science' means and why psychology is a science.</p> |
| <p>Spring term Jan - March</p> | <p>Gender</p> <ul style="list-style-type: none"> • Sex and Gender, Androgyny • Biological explanations; Genetic explanation, atypical chromosome patterns • Cognitive explanations: Kohlberg & gender schema theory • Other psychological explanations: psychodynamic and social learning theory • The influence of culture and media on gender • Atypical gender development | <p>Schizophrenia</p> <ul style="list-style-type: none"> • Symptoms of schizophrenia • Biological explanation and treatment • Psychological explanation and treatment • Psychological explanation and treatment • Interactionist approaches |
| | <p>The topic of gender is one of the options of the year 2 psychology course. This is taught in year 13 and covers a number of different explanations of how gender is developed. It also looks at genetic abnormalities and gender dysphoria.</p> <p>Progress in this topic relies on students having a fundamental understanding of the different approaches within psychology for</p> | <p>This topic is shorter in terms of content. It is positioned at the end of the course because by this time students should now be aware of important concepts like abnormality, research methods, biopsychology and issues and debates.</p> <p>There are links to psychopathology, very similar to work done previously on depression, OCD and phobias. In year 13 this should be a more detailed understanding that also makes reference to issues and debates.</p> |

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| | <p>example, biological, cognitive, social learning etc. in order to apply these to how gender may be developed. The ability to evaluate these different perspectives is also required and these skills are developed during the introductory topic in year 1. Students will also require an understanding of the different types of research used to investigate gender, including their strengths and limitations.</p> | <p>Furthermore, prior learning in biopsychology will aid understanding of synaptic transmission in the explanation and treatment of schizophrenia.</p> |
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Post – Easter revision and exam practice